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## From the President



Roderic Lewis

The Idaho State Board of Education is committed to excellence in education and the Idaho Standards Achievement Tests is one of the ways in which we foster student achievement. The purpose of ISAT is to ensure students are meeting and learning Idaho's standards. It also offers parents, teachers, administrators and students a picture of student performance showing where they are doing well and where they need extra help.

Today's release of the ISAT results marks the second release of spring scores in the tests' two and a half year history. Since the initiation of ISAT, Idaho schools have made huge strides in delivering the tests. Districts have risen to the challenge and, for the first time, all Idaho students took the test via computer during the spring testing window.

The good news is that more Idaho students are proficient in language usage, reading and math. But the results also reinforce the need to

address the achievement gaps between racial and ethnic groups, as well as special education and limited English proficient students.

There's an exciting future for ISAT and new tools for student achievement on the horizon. To ensure Idaho students are given resources for improvement, the Board is funding computerized software to enhance remediation and advancement. Districts can use this program to challenge those students who are already proficient while assisting those who need more help. The Board and the State Department of Education are also working with educators to develop the science ISAT. The new test will be piloted in grades 5, 7, and 10 in spring 2005.

We are proud of the work our teachers and schools are doing to ensure every child is reaching his or her full potential. We hope districts, teachers, administrators, parents and students will view the ISAT as a tool to increase student achievement.

Roderic Lewis

State Board of Education President

## What is the ISAT?

**ISAT stands for Idaho Standards Achievement Tests.** The ISAT encompasses multiple-choice tests in reading, math, and language usage in grades 2 through 10. The ISAT is offered in the fall and spring each academic year.

The ISAT became a required Idaho State Assessment in 2002. In 1994, Idaho began developing state content/achievement standards. In 2000 and 2001, the state legislature approved the achievement standards for kindergarten through 12th grade. With the standards in place, the State Board of Education, appointed a committee to find an assessment that would provide the confirmation that those standards were being taught in Idaho's schools. In fall 2002, the State Board introduced the ISAT and began testing students in grades 2 through 10 in every Idaho school.

- A multiple-choice test
- Delivered on a computer
- Subjects: reading, math and language usage
- Offered in the fall and spring
- Grades 2-10

## How was the ISAT Developed?

Constructing a test like the ISAT takes time and multiple steps to complete. The number one goal is to create a test that measures the Idaho State Achievement Standards. Building the test is done in three major phases: writing the test questions, field testing the questions, and then selecting questions for the test.

To begin, test questions are written by Idaho teachers, and other education professionals. Test questions are crafted to access specific Idaho standards. Test-writing sessions begin with instructions on writing quality items, matching questions to the state standards, and avoiding bias. Educators then review each other's test questions and confirm the Idaho standard alignment of each question. The questions are then checked by several professional teams at Northwest Evaluation Association for possible cultural or gender bias and rewritten if a potential of bias is determined. For example, a question might be changed to use the word light fixture instead of chandelier. Then each new question is field tested and evaluated to ensure the test question performs in a proper manner.

Next, questions are put into a bank of questions to be selected for the ISAT. Again, Idaho educators assemble to select items for the spring ISAT. Idaho teachers may select from questions written by math and reading specialists outside of Idaho. The Idaho State Standards are given to each participant to be used as a reference. Each question in the bank was previously assigned an Idaho State Standard number reference. However, if the educator or State Department of Education content specialist disagree and believe the

question best measures another standard, it is revised based upon the recommendation. The educators continue to select items to build the entire on-grade-level portion of the ISAT. The SDE content specialists are given the final review of all questions.

Lastly, a group of Idaho citizens, who represent ethnic, racial and special program groups, conducts a sensitivity review of each test question selected during the test building sessions. Based on their review, the contingency will make suggestions to eliminate and/or revise questions that contain potential gender, ethnic, or other biases. Additional items are chosen, as needed, and the SDE content specialists review and approve all final changes.

The adaptive tests given in grades 2-10 in the fall and in grades 2, 5, 6, and 9 in the spring are built by NWEA and are aligned to Idaho State Standards.



Idaho teachers play an important role in creating the ISAT.

## How is the ISAT Scored?

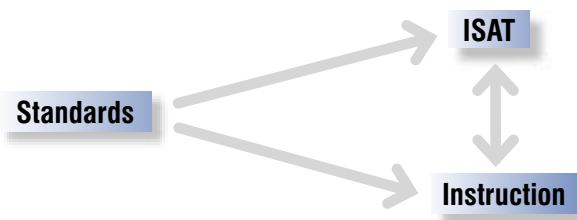
The questions on the ISAT are assigned a numeric value on a scale with an approximate range of 150 to 300. Each point, or Rasch Unit (RIT), on this scale represents a unit of knowledge for a student. Each subject, reading, math, and language usage have separate scoring scales. So, a 200 on the reading scale is not equivalent to 200 on the math scale. Once students complete the test, they receive a score, which can be translated into a proficiency category (see Table 4). A score of proficient or higher means that the student has

mastered the material in that particular grade.

To calculate a student's score, each question is assigned a value on the RIT scale. Each student's score is calculated by a formula that includes the RIT value of the item indicating the degree of difficulty and the number of correct answers. A student who achieves a high score will not only have gotten easier items correct, but also mastered the items with higher difficulty levels. The score is not an average of the number of items answered correctly.

## How Does Coursework Relate to the ISAT?

There are three critical components to ensure the success and growth of each student. They are interchangeable and one is not effective without the other. Learning begins with the achievement standards; also known as the goal or the target. The standards provide the roadmap for teachers as each determines the content of instruction. Student learning is measured by the ISAT. The ISAT is built on the standards and also provides information about how instruction can be improved to increase learning.



## So What's a Standard?

The state achievement standards are the minimum standards to be used by every school district in the state in order to establish a level of academic achievement necessary to graduate from Idaho's public schools. Each school district may set standards more rigorous than these state achievement standards.

Achievement standards are specific subject criteria which, when measured, show a specific level of content knowledge and demonstrated application. In order to create a K-12 seamless educational system, achievement standards have been created in six subject areas for years K-12: math, science, social studies, language arts/communications, health and humanities.

### Example of a Standard:

**Math:** for grades 9 to 12 – Solve algebraic equations and equalities.

**Reading:** for grades 9 to 12 – Read for technical information/ Comprehend technical text.

**Language arts:** for grade 9 to 12 – Write and edit for correctness and clarity. Apply rules and conventions of the following:

- grammar
- punctuation
- capitalization
- spelling

## Fall ISAT vs. Spring ISAT

**Fall**  
**Uses adaptive test**

**Spring**  
**Most grades have blended tests**

### **In Spring 2004:**

- Students in grades 3, 4, 7 and 8 took a blended test and 10<sup>th</sup> graders took a completely on-grade level test.
- Students in grades 2, 5, 6 and 9 took an adaptive test.
- In spring 2005, grades 5 and 6 will begin taking blended tests along with grades 3, 4, 7, and 8.

Monitoring student growth is an important characteristic of the ISAT in addition to providing a mechanism for reporting "No Child Left Behind" results. The fall ISAT is an adaptive test, meaning the test gets more difficult with each correct answer or less difficult with each incorrect answer. The spring ISAT, for most grades, is a blended test. The blended test begins with 42 on-grade level items, the same for all students in a grade and ends with 20 adaptive questions. The 42 on-grade level questions provide the score used to determine a student's

proficiency level and the Adequate Yearly Progress (AYP) results.



NOTE: The results included in this brochure are not AYP results.

## ADVANCED: Exceeds Standards

The student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently above their current educational level.

- The student demonstrates a comprehensive understanding of all relevant information relevant to the topic at level.
- The student demonstrates comprehension and understanding of knowledge and skills above his/her grade level.
- The student can perform skills or processes independently without any significant errors.

## PROFICIENT: Meets Standards

The student demonstrates mastery of knowledge and skills that allow them to function independently on all major concepts and skills related to their educational level.

- The student demonstrates a comprehensive understanding of all information relevant to the topic, at level.
- The student can perform skills or processes independently without any significant errors.

## BASIC: Below Standards

The student demonstrates basic knowledge and skills usage but cannot operate independently on concepts and skills related to his/her educational level. Requires remediation and assistance to complete tasks without significant errors.

- The student has an incomplete knowledge of the topic and/or misconceptions about some information.
- The student requires assistance and coaching to complete tasks without errors.

## BELOW BASIC: Critically Below Standards

The student demonstrates significant lack of skills and knowledge and is unable to complete basic skills or knowledge sets without significant remediation.

- The student has critical deficiencies of relevant knowledge of topic and/or misconceptions about some information.
- The student cannot complete any skill set without significant assistance and coaching.

## APPROVED ISAT PROFICIENCY SCORES

Grade	2	3	4	5	6	7	8	9	10
<b>READING</b>									
Basic	174	185	192	198	203	207	210	213	216
Proficient	182	193	200	206	211	215	218	221	224
Advanced	193	204	211	217	222	226	229	232	235
<b>LANGUAGE USAGE</b>									
Basic	176	186	193	200	204	207	211	213	214
Proficient	184	194	201	208	212	215	219	221	222
Advanced	197	207	214	221	225	228	232	234	235
<b>MATH</b>									
Basic	174	185	194	202	208	214	222	229	231
Proficient	185	196	205	213	219	225	233	240	242
Advanced	201	212	221	229	235	241	249	256	258



## ISAT as a Graduation Requirement

The State Board of Education, (SBOE) believes strongly in making sure all students have a basic level of knowledge in math, reading and language usage by the time he/she exits high school. To ensure this result, the SBOE enacted a rule to require all students to pass the ISAT in those areas to receive a high school diploma. The State Legislature approved that rule in January 2004. To the right are the scores students must achieve to "bank" a score. The SBOE enacted a phased-in requirement where the standard increases over three years.

The graduation requirement is being phased in so students graduating in the class of 2006 or 2007 may meet the graduation requirement by scoring a lower RIT score (6 points for the class of 2006 and 3 points for the class of 2007). The RIT proficiency score a student must reach for graduation is dependent upon the year in which he/she will graduate. For example, a member of the class of 2006 will always have the goal of 236 in math, 218 in reading and 216 in language usage.

### ISAT GRADUATION PROFICIENCY SCORES

Reading	224	218	221	224
Language Usage	222	216	219	222
Math	242	236	239	242
	AYP PROFICIENT	06 GRAD PROF	07 GRAD PROF	08 GRAD PROF

*Students are determined to have reached proficiency for Adequate Yearly Progress (AYP) purposes if they have reached the RIT score in the AYP Proficient box. This number is consistent regardless of the 10<sup>th</sup> grade class taking the ISAT.*

## 10<sup>th</sup> Grade Results

The 10<sup>th</sup> grade spring 2004 results are representative of all students who took the 10<sup>th</sup> grade ISAT and received a valid score.<sup>1</sup> The overall passage rates in the state for the 10<sup>th</sup> graders have increased slightly in reading and language usage for the class of 2006 versus the results for the class of 2005.<sup>2</sup> The percent of students reaching math proficiency in 10<sup>th</sup> grade in 2003 was 71.7% and in 2004 it is 70.6%. The largest gains were in language usage increasing from 74.6% proficient in 2003 to 80.9% in 2004. In reading, the percent proficient raised from 75.1 % to 77.7%.

Several ethnic and racial subgroups made gains in the percent of proficient 10<sup>th</sup> graders in reading and language usage with the greatest gains for White and Hispanic or Latino ethnicity students. African American/Black and American Indian/Alaskan Native students saw decreases. In math, almost all subgroups reduced in the percent of proficient students. African American/Black and Hispanic or Latino ethnicity students were the only groups to show

gains in the percent of proficient 10<sup>th</sup> grade students in math. The largest gains from 2003 to 2004 for special population subgroups was for special education students; increasing from 24.4% to 30.2% in reading, 19.6% to 32.4% in language usage and 20.5% to 25.5% in math. Migrant students experienced decreases in the percent of proficient students in all subjects.

<sup>1</sup> The 10<sup>th</sup> grade scores do not include results for students who took the test with adaptations (assistance that would make the test invalid). Adaptations are allowed only for Limited English Proficient (LEP) or special education students. Number of 10<sup>th</sup> grade students in the state who took the test with adaptations:

Reading=105 Language Usage = 67 Math =44

<sup>2</sup> It is important to note that these comparisons are for different groups of students and therefore additional variables and individual student ability may play a role in these differences.

### Idaho Standards Achievement Tests (ISAT) Student Performance on State Proficiency Standards Grade 10 - Spring 2003 and 2004

PROFICIENT & ADVANCED	
<b>Grade 10</b>	
Reading 2003	75.1
Reading 2004	77.7
Language 2003	74.6
Language 2004	80.9
Mathematics 2003	71.7
Mathematics 2004	70.6

#### Disclaimer about not making assumptions on scoring

When reading the results of the tables, it is important to keep in mind that there is no simple cause-and-effect relationship between membership in a subgroup and achievement on the ISAT. A complex mix of educational and socioeconomic factors may interact to affect student performance.

## Phase-In Graduation Requirement Results<sup>1</sup>

As would be expected, more students met the graduation requirement at the 6-point phase-in score (see below graph). Overall, the percent of students with valid test scores that met the lower graduation target was: 90.1% in reading, 93.1% in language usage and 85.5% in math. Nearly 12.4% more of the students met the target in reading when it was set at 218. There were similar results in language usage and math at the lower scores with 12.2% and 14.9% more students meeting the graduation target, respectively. The differences among the pass rates

for different ethnicities and races was more pronounced, with a high of 94.8% and 92.8% of White students passing in reading and language usage, respectively, and 90.4% of Asian students passing in math. The lowest passage rates at the 2006 graduation score were consistently for Hispanic students at 66.1% in math, 67.4% in reading and 79.1% in language usage.

<sup>1</sup> Special education students who took the alternate assessment are not included in the 10<sup>th</sup> grade results at the lowered graduation score results because it is measured on a different scale.

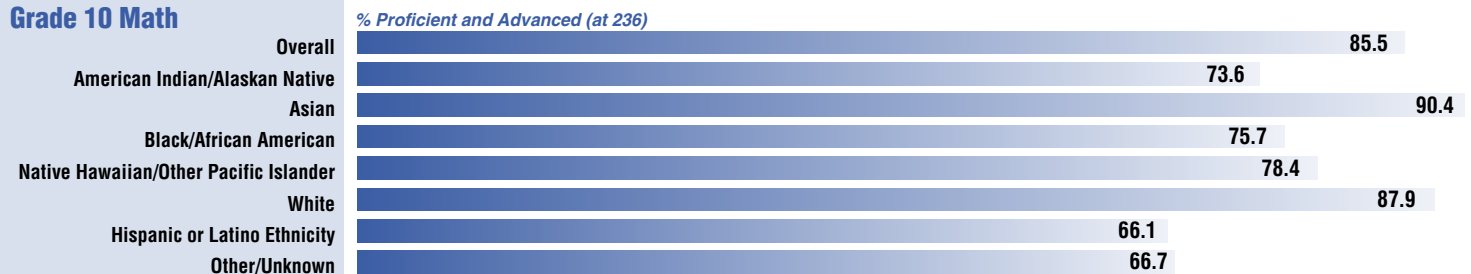
## GRADE 10 GRADUATION SCORES\*

### 2006 Graduation Requirement

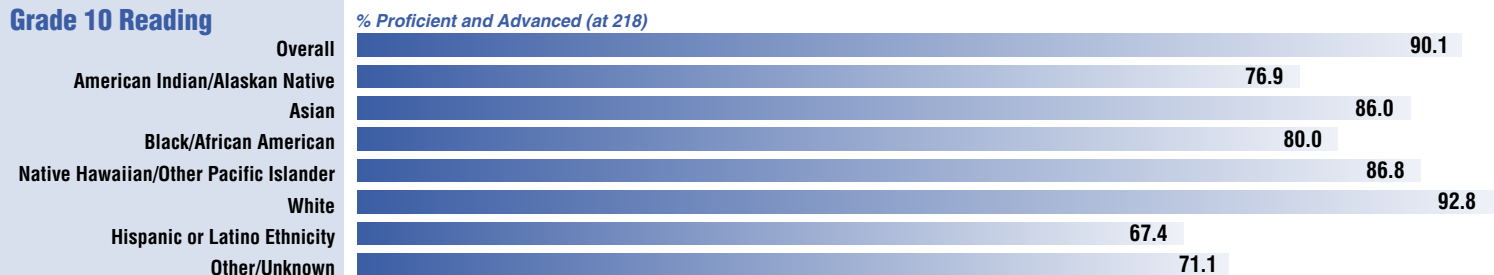


## GRADE 10 GRADUATION SCORES BY ETHNICITY\*

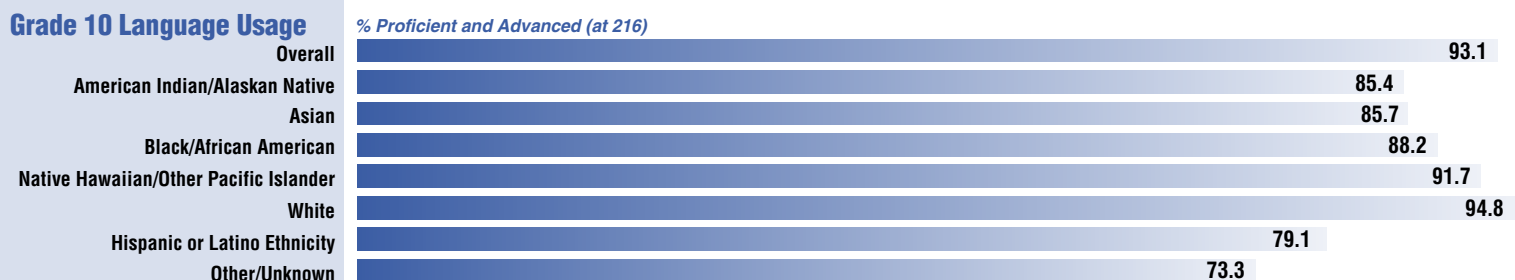
### Grade 10 Math



### Grade 10 Reading



### Grade 10 Language Usage

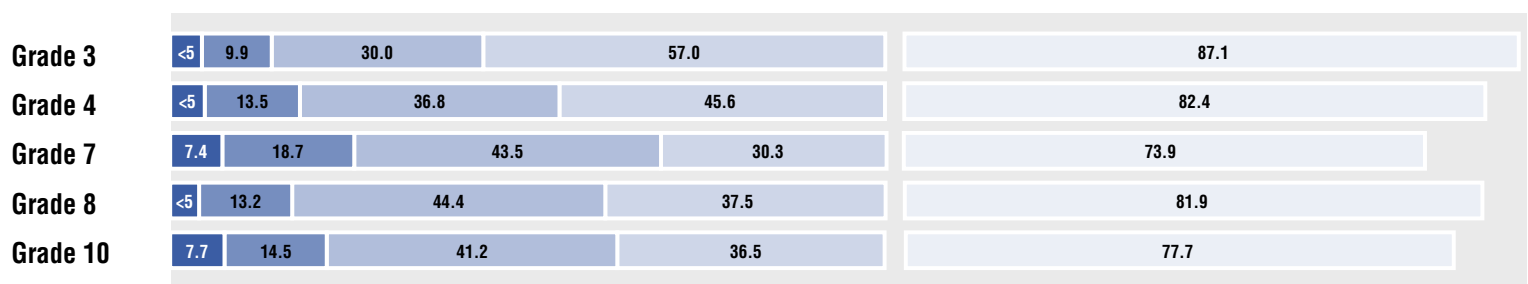


\* Test results using 6-point phase-in graduation requirement (See page 5).

# Statewide Reading Results

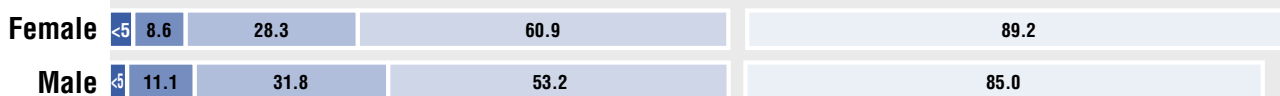
Reading is the one subject that has less of a drop in the percent of students at proficient or advanced in the middle school grades. There were 87.1% and 82.4% of the 3<sup>rd</sup> and 4<sup>th</sup> graders at proficient or advanced. Seventh and 8th graders were at 73.9% and 81.9% and 10<sup>th</sup> graders were at 77.7% proficient or advanced in reading. Asian students consistently have the highest percentage of proficient students across all grades in reading except at 10<sup>th</sup> grade where White students were 81.1% proficient and advanced. The lowest percent of proficiency in reading is found in the American Indian/Alaskan Native and Hispanic or Latino ethnicity categories.

## READING SCORES BY GRADE

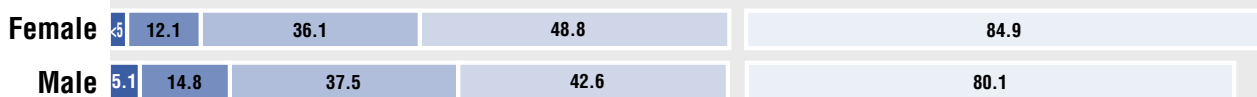


## READING SCORES BY GENDER

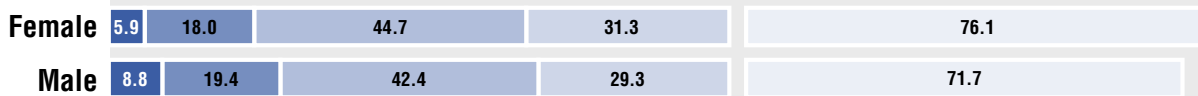
### Grade 3



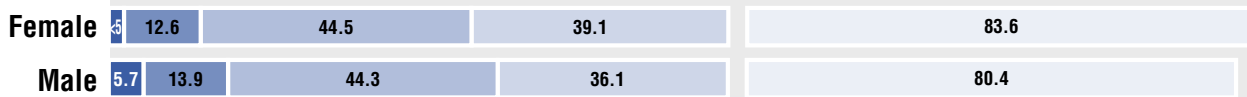
### Grade 4



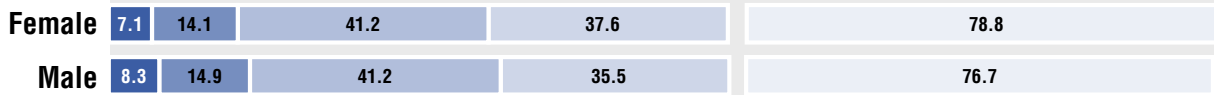
### Grade 7



### Grade 8

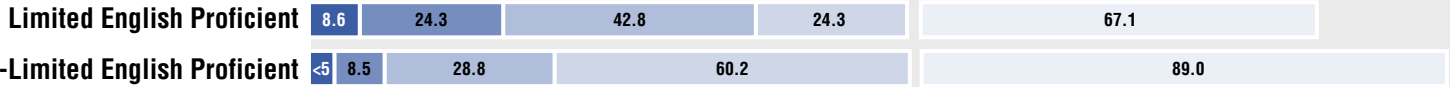


### Grade 10

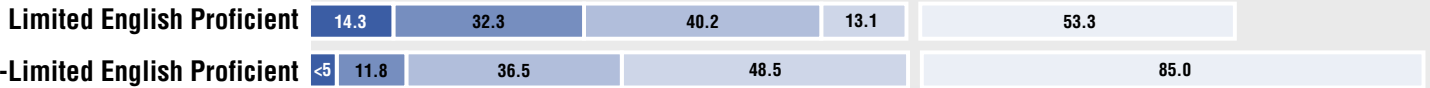


## READING SCORES BY LIMITED ENGLISH PROFICIENCY

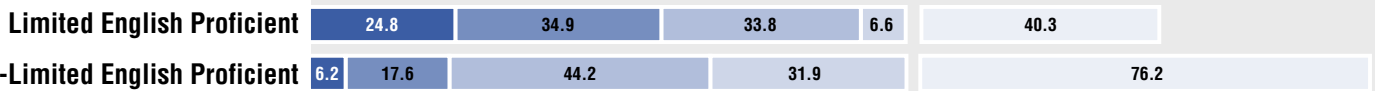
### Grade 3



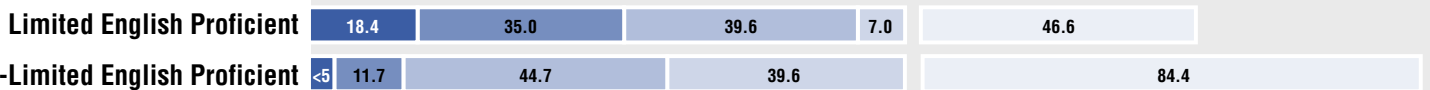
### Grade 4



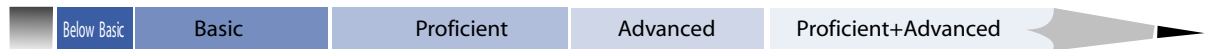
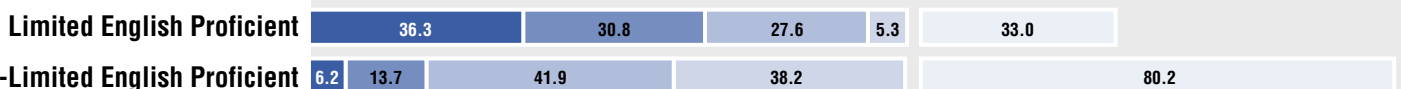
### Grade 7



### Grade 8

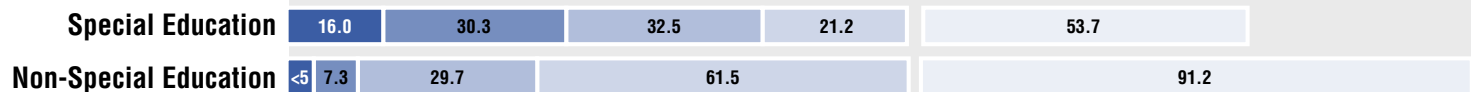


### Grade 10

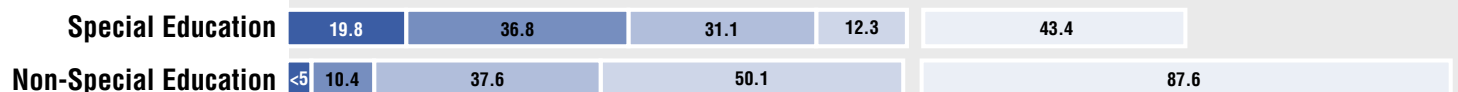


## READING SCORES BY SPECIAL EDUCATION

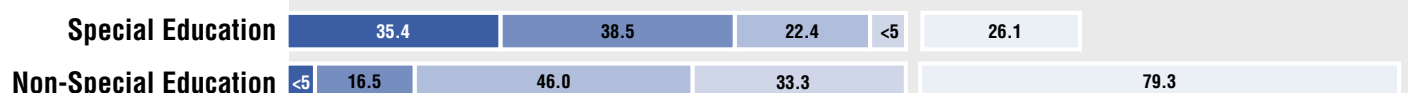
### Grade 3



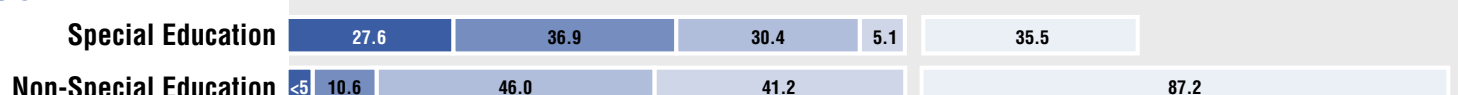
### Grade 4



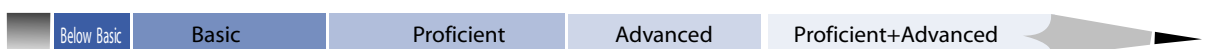
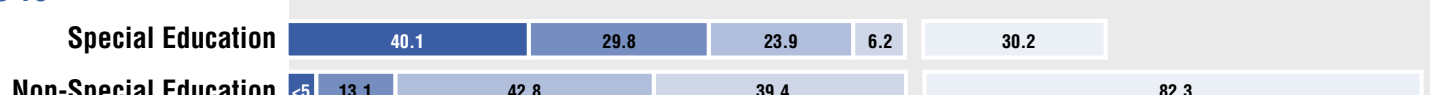
### Grade 7



### Grade 8



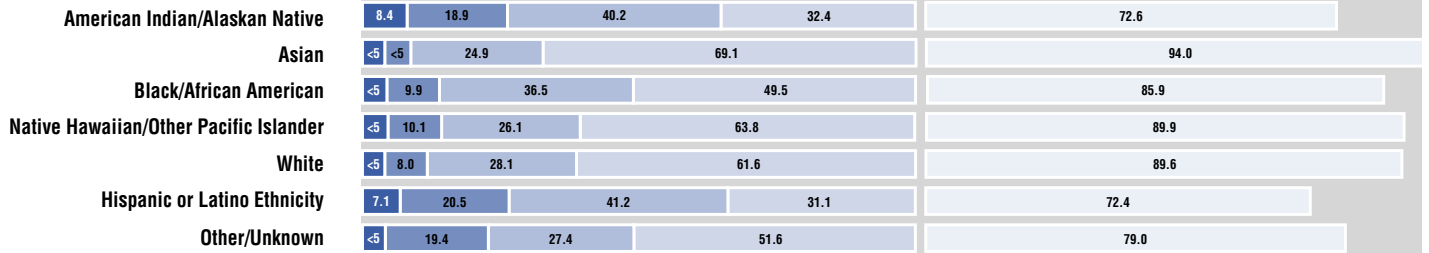
### Grade 10



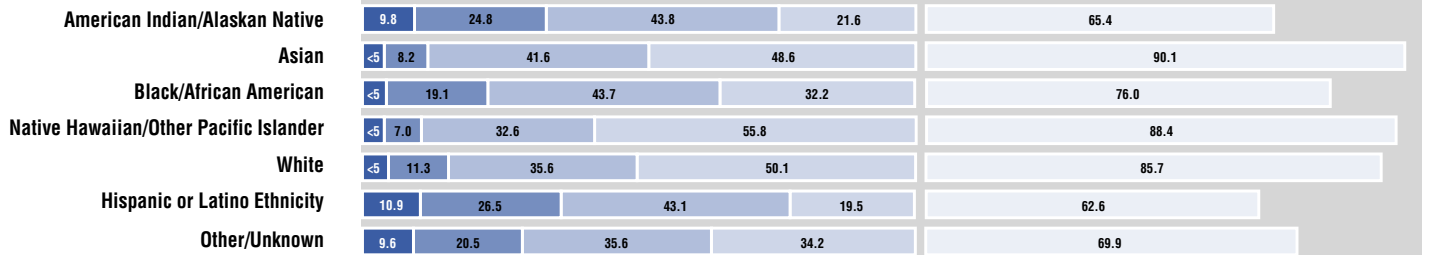


## READING SCORES BY ETHNICITY

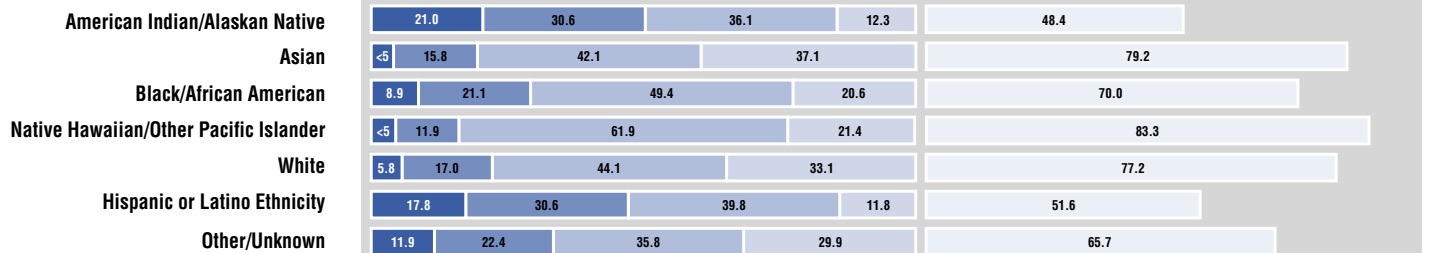
### Grade 3



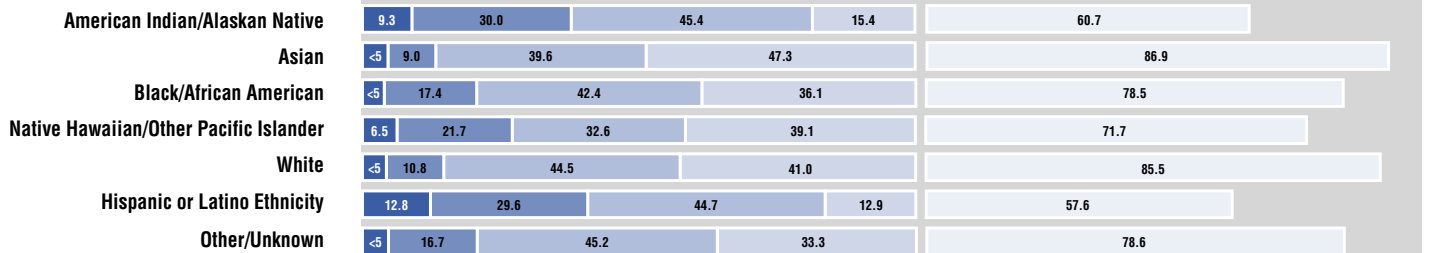
### Grade 4



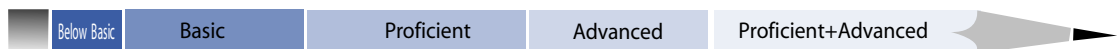
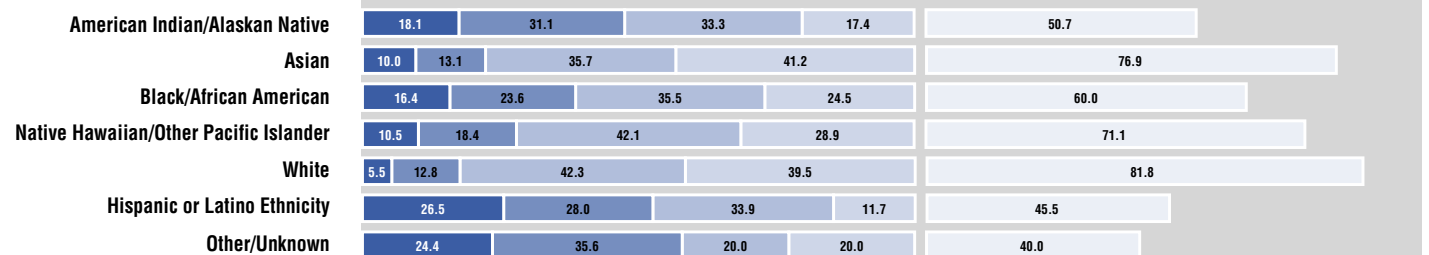
### Grade 7



### Grade 8



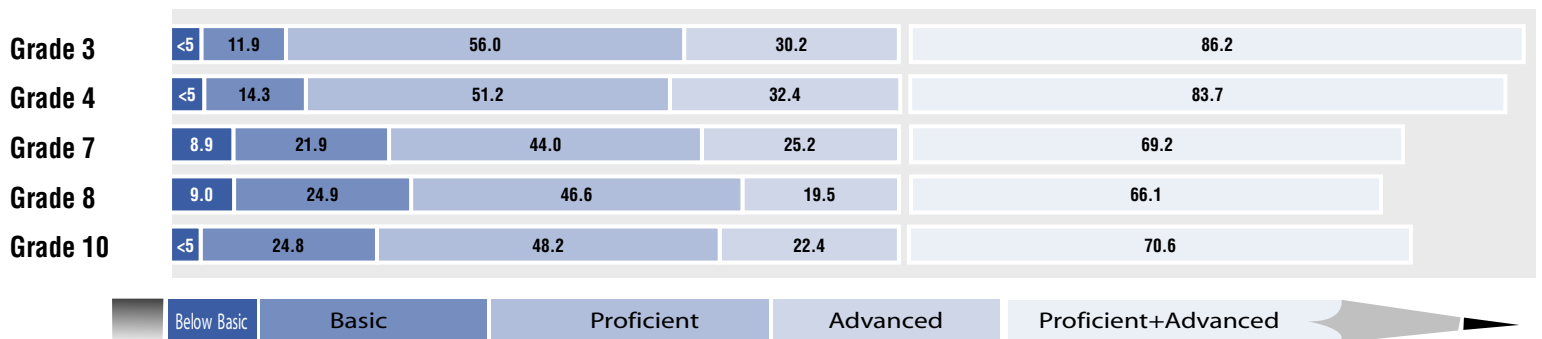
### Grade 10



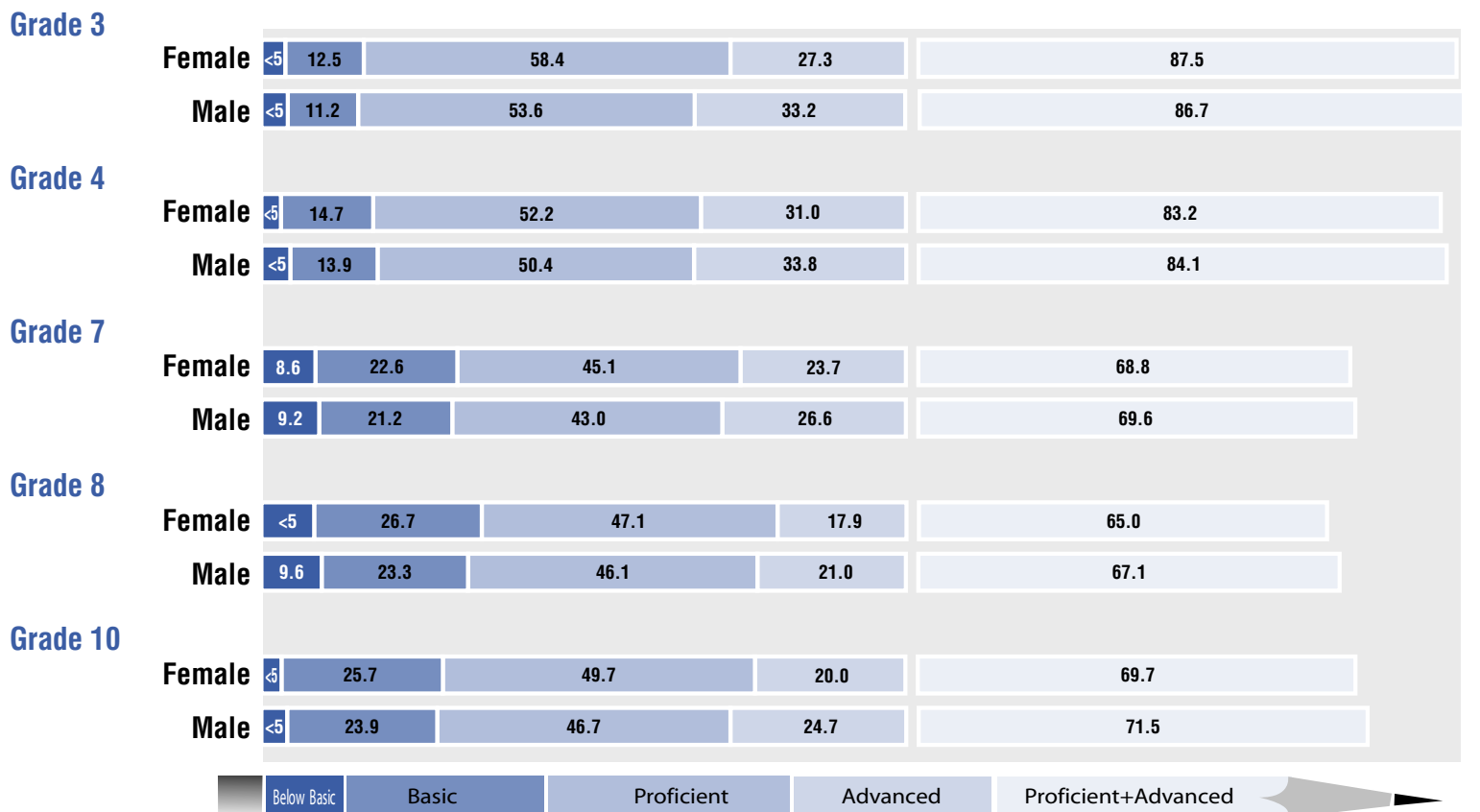
# Statewide Math Results

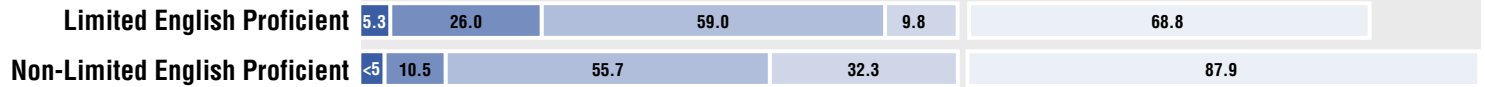
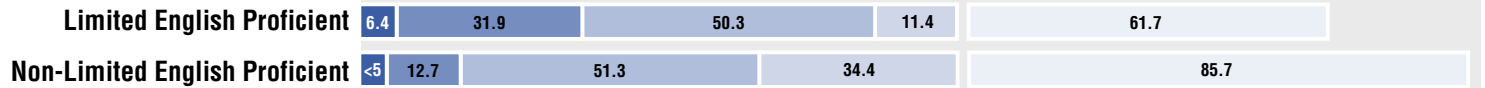
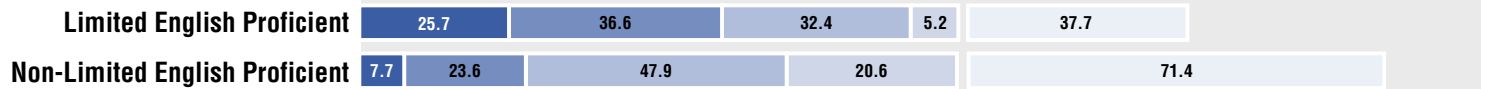
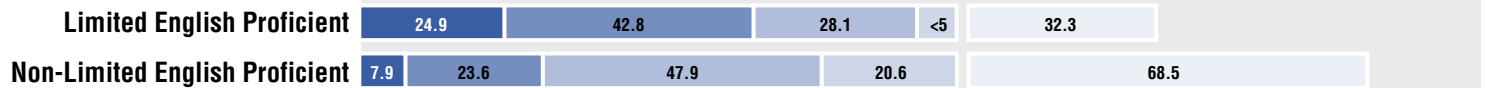
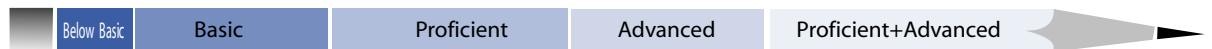
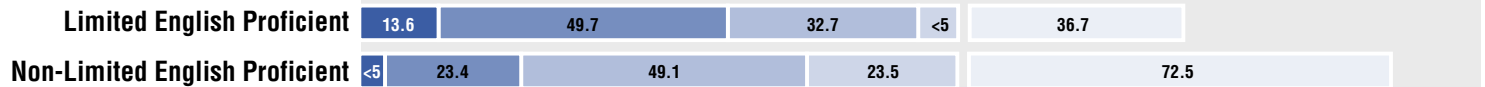
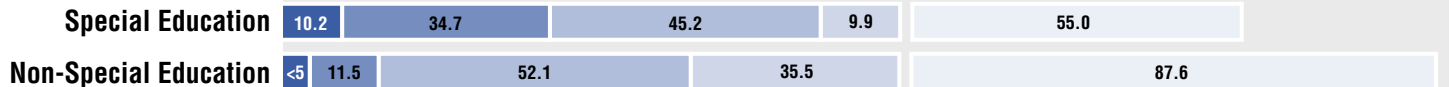
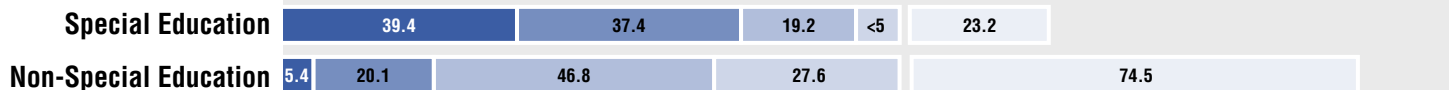
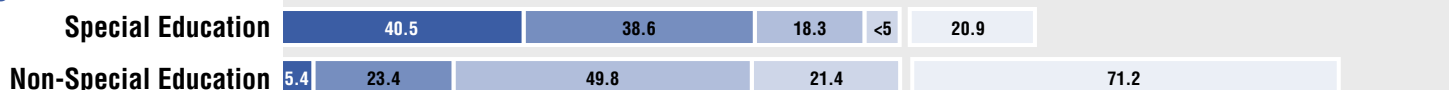
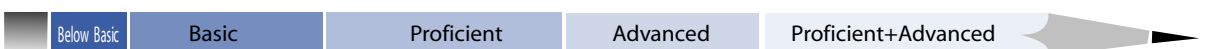
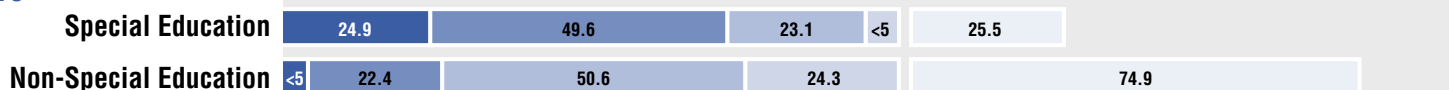
Across the state, math has been the subject where fewer students have reached proficiency. Students in the lower grades, grades 3 and 4, show 86.2% and 83.2% proficiency or greater. As consistent with the other subjects, 7<sup>th</sup> and 8<sup>th</sup> graders have much lower proficiency rates at 69.2% and 66.1%, respectively. The 10<sup>th</sup> grade students increase slightly but are still at 70.6% proficient or advanced. Asian students consistently have the highest percentage of proficient students across all grades in math. Conversely, the lowest percent of proficiency or greater in math is found in the American Indian/Alaskan Native and Hispanic or Latino ethnicity categories.

## MATH SCORES BY GRADE



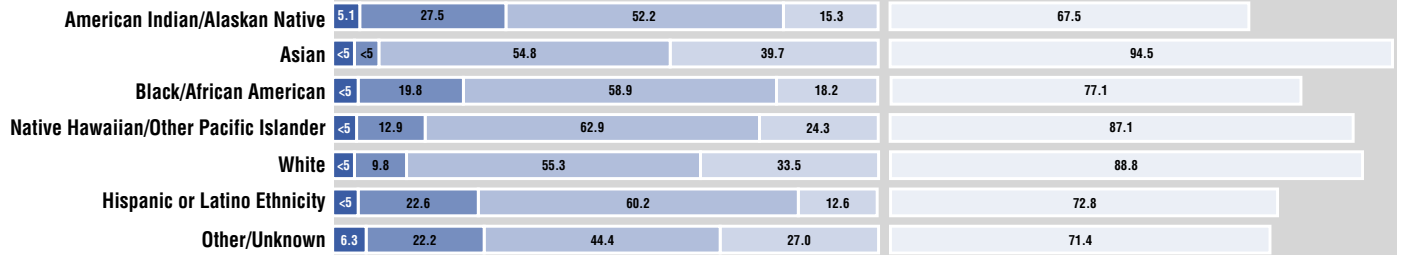
## MATH SCORES BY GENDER



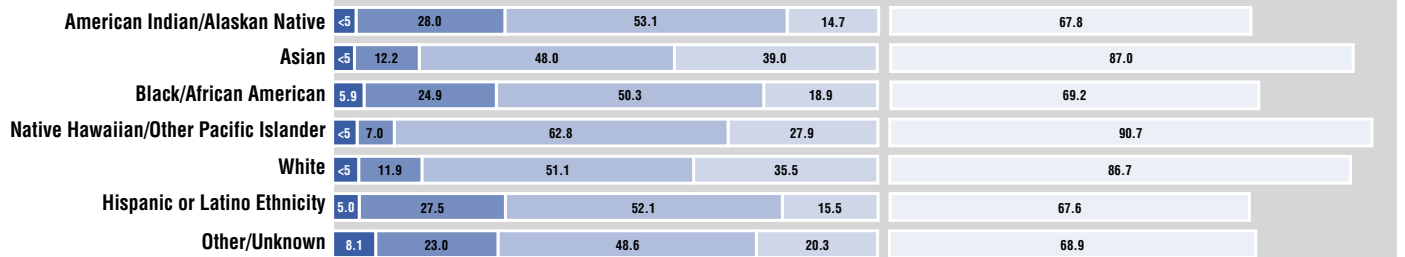
**MATH SCORES BY LIMITED ENGLISH PROFICIENCY****Grade 3****Grade 4****Grade 7****Grade 8****Grade 10****MATH SCORES BY SPECIAL EDUCATION****Grade 3****Grade 4****Grade 7****Grade 8****Grade 10**

# MATH SCORES BY ETHNICITY

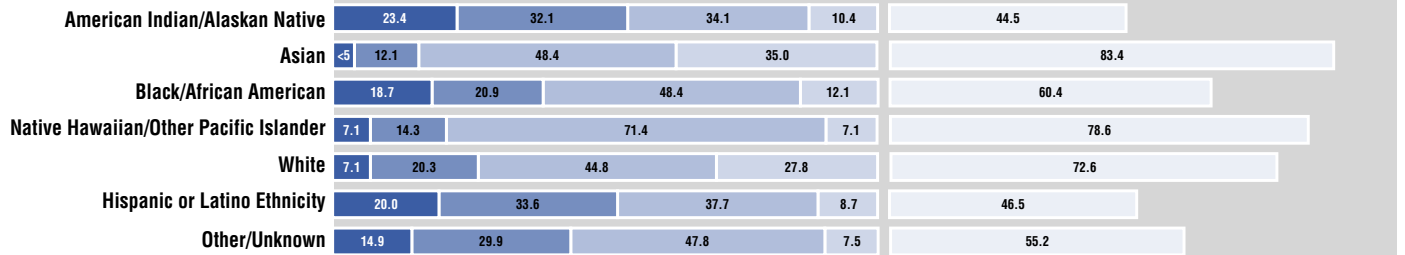
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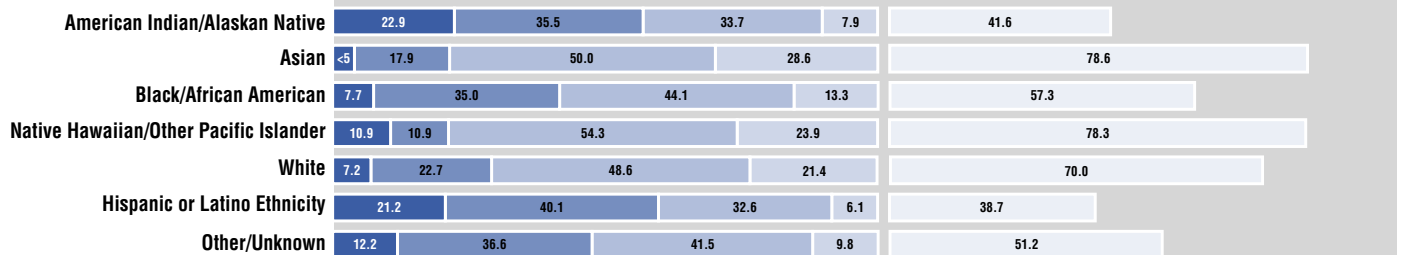
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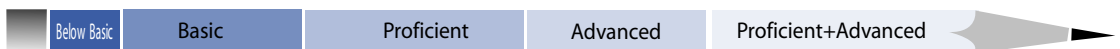
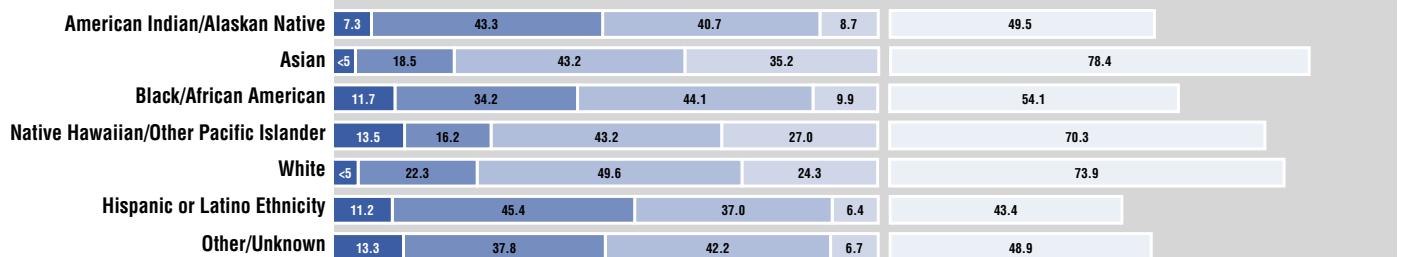
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## Grade 8



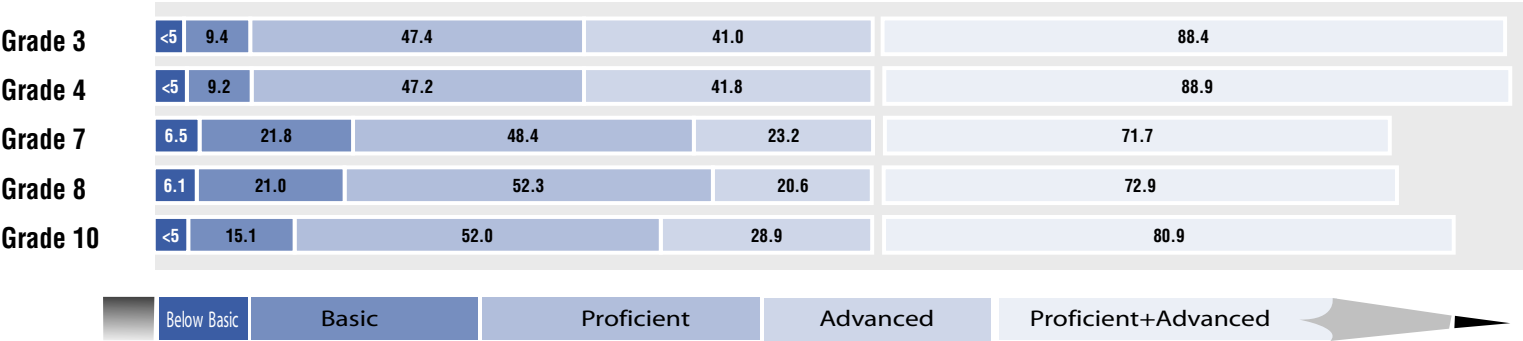
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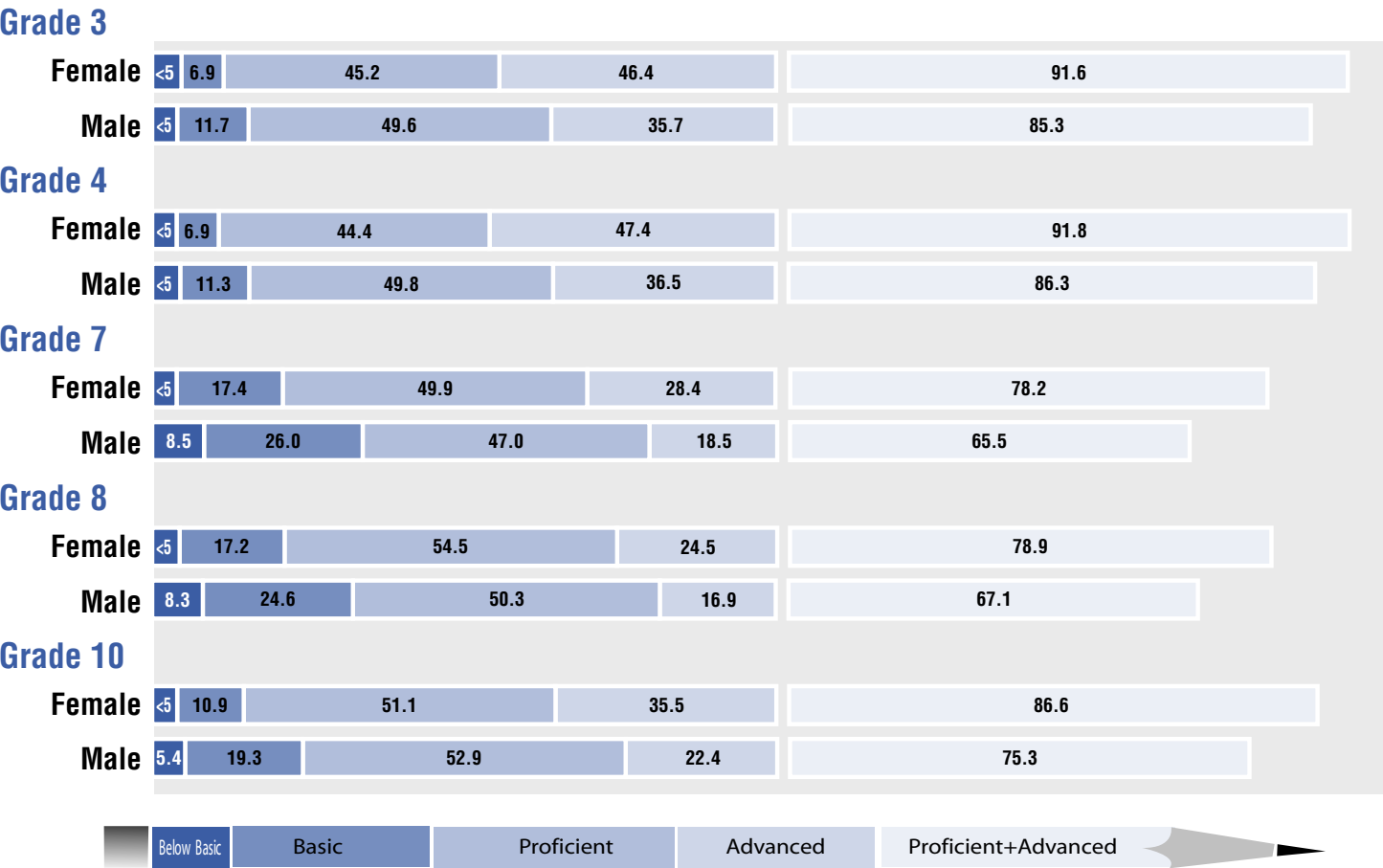
# Statewide Language Usage Results

There is the greatest percent of proficient students in the language usage category. Over 88% of the students in grades 3 and 4 are demonstrating proficiency or better in language usage. The proficiency drops off in 7<sup>th</sup> and 8<sup>th</sup> graders to 71.7% and 72.9%, respectively. There are 80.9% of the 10<sup>th</sup> grade students scoring at proficient or advanced. Native Hawaiian/ Other Pacific Islander, Asian and White students consistently have the highest percentage of proficient or advanced students across all grades in language usage. Conversely, the lowest percent of proficiency in language usage is found in the American Indian/Alaskan Native and Hispanic or Latino ethnicity categories.

## LANGUAGE USAGE SCORES BY GRADE

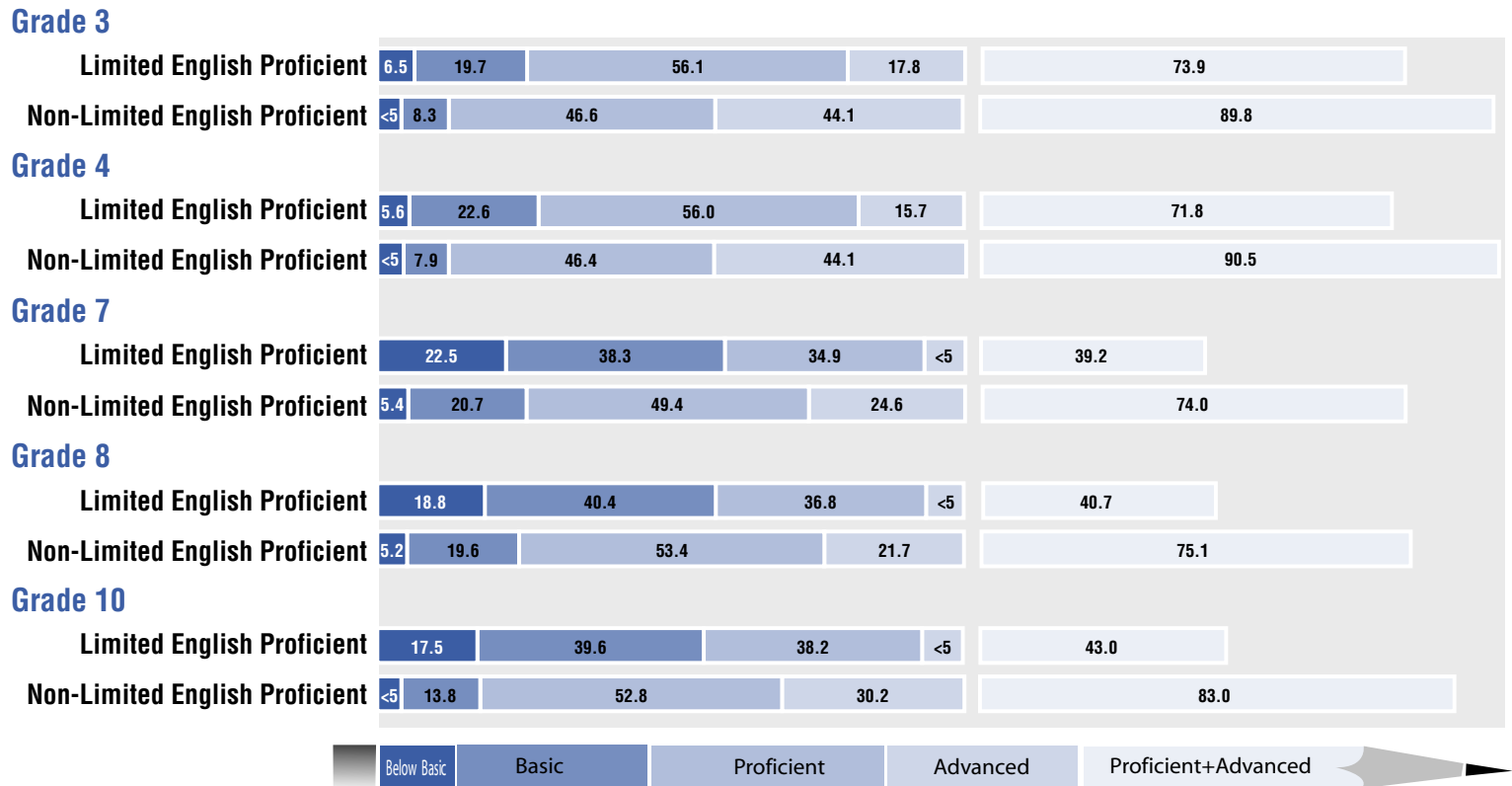


## LANGUAGE USAGE SCORES BY GENDER

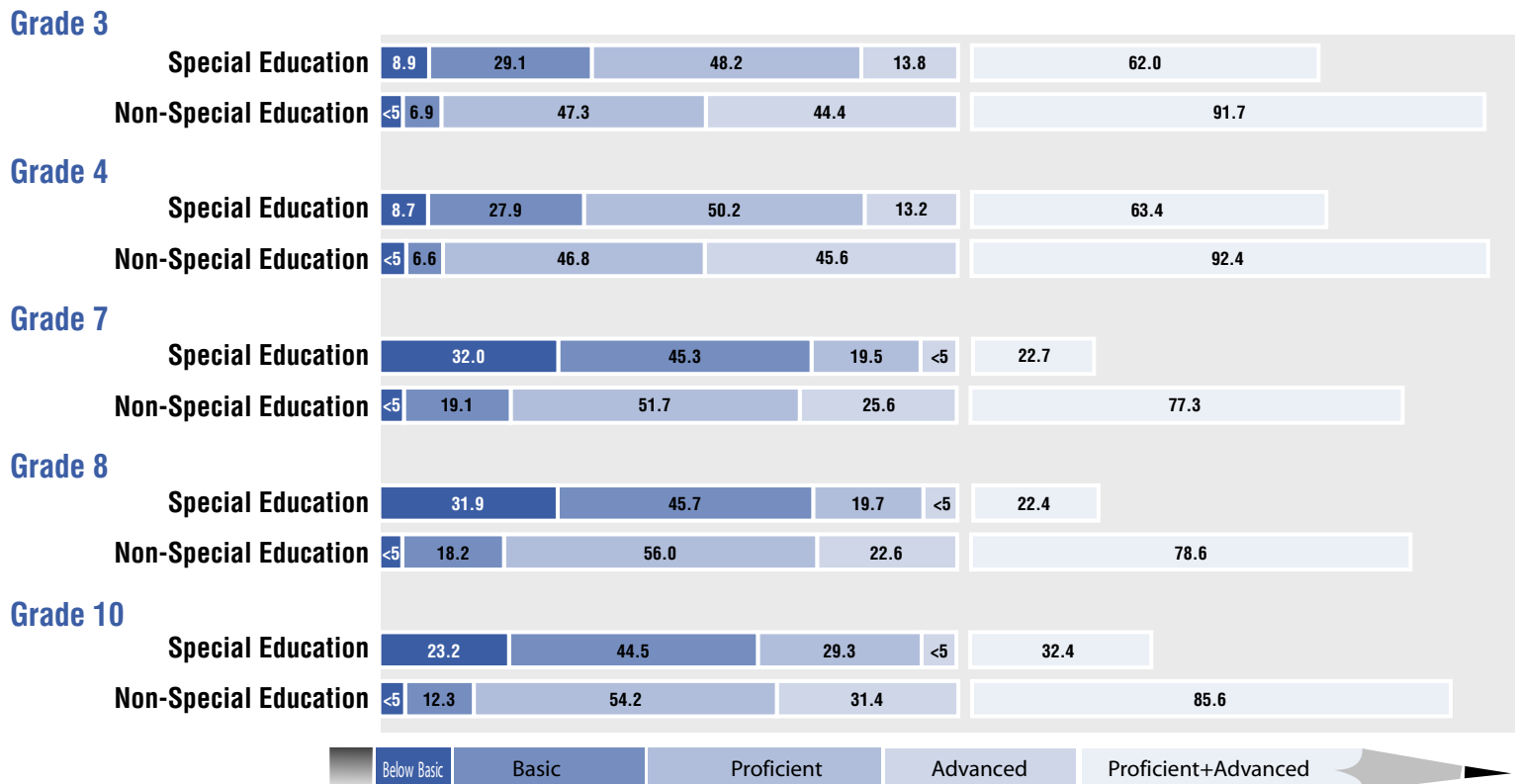


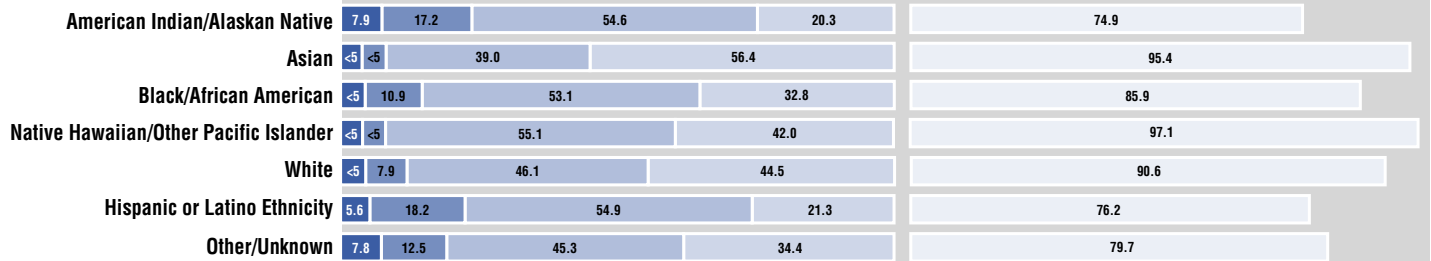
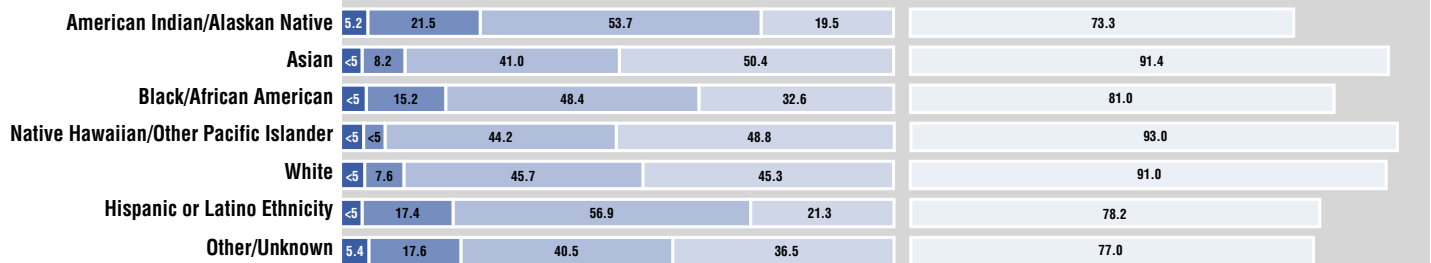
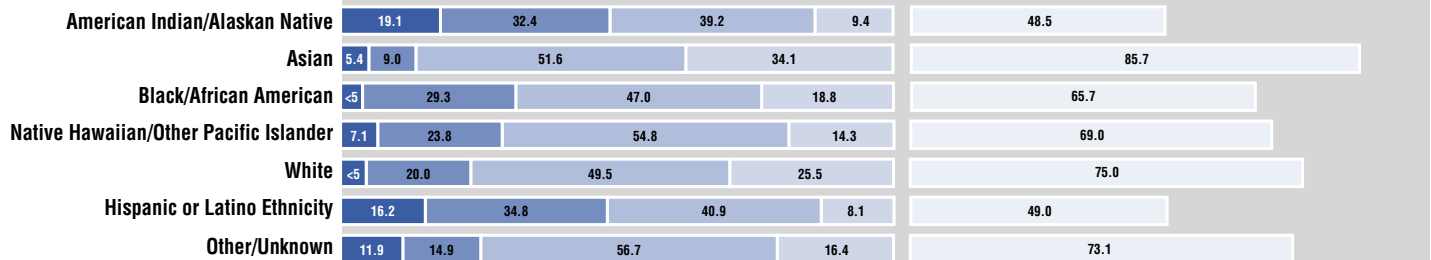
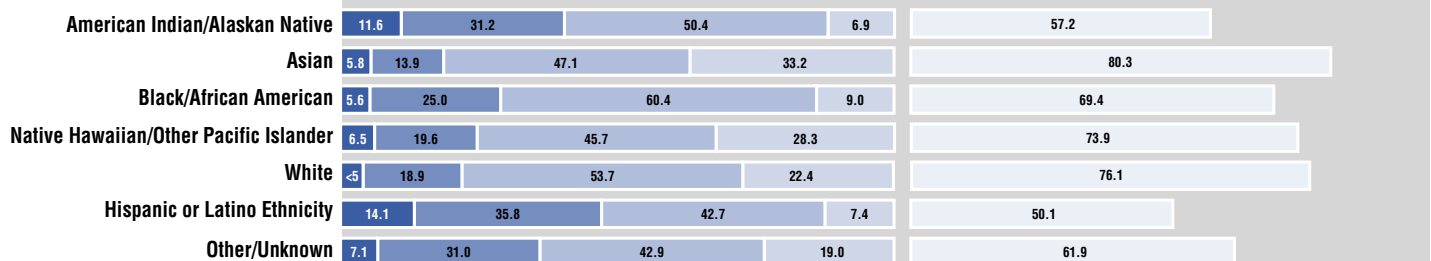
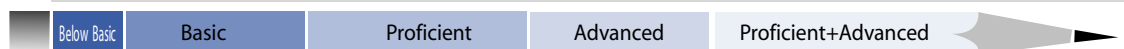
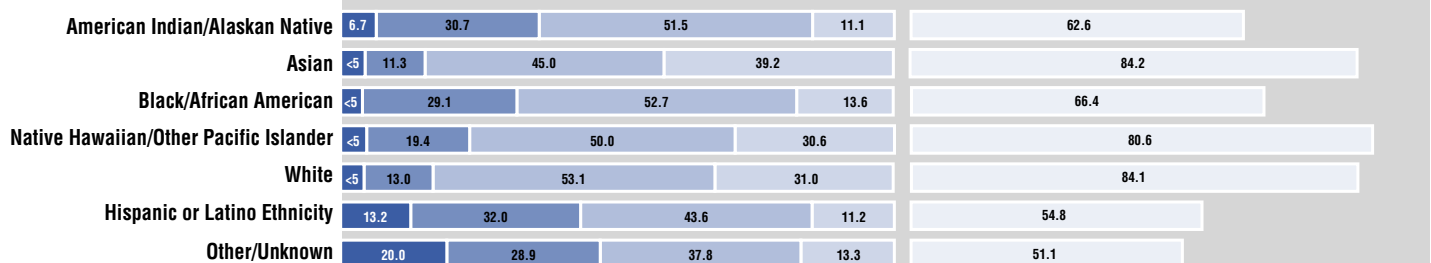


## LANGUAGE USAGE SCORES BY LIMITED ENGLISH PROFICIENCY



## LANGUAGE USAGE SCORES BY SPECIAL EDUCATION



**LANGUAGE USAGE SCORES BY ETHNICITY****Grade 3****Grade 4****Grade 7****Grade 8****Grade 10**

## Frequently Asked Questions about ISAT

**Was ISAT developed because of “No Child Left Behind”?** No. The state assessment system was in the works and Northwest Evaluation Association (NWEA) was selected in January 2002 to administer the ISAT. The state has chosen to use the ISAT to meet multiple purposes of reporting for NCLB and to measure the achievement of students throughout the year with instant feedback to teachers to better assist students.

### **How does the State Board of Education report ISAT scores?**

The State Board of Education reports ISAT scores in two methods: an average score of all students on a scale between 150-300 and by the percent of students reaching a proficiency mark.

### **Why is there a phase-in of the graduation requirement?**

With the phased-in plan, the class of 2008 could have taken a test based on Idaho state content standards at least six times. Additionally, the class of 2008 will have more practice taking the tests on the computer-based format.

### **If a student doesn't meet proficiency for graduation, what's next?**

Students have up to eight opportunities to retake the exam after first taking it in the spring of their sophomore year. In addition, once a student is a senior he/she can request

an alternative way to demonstrate proficiency from the local school board.

### **How does the ISAT relate to what my child is learning in class?**

The State Achievement Standards are the core basis for what a student is taught and what he/she is tested on. The material the student is learning in the classroom is directed by State Board of Education rule to be consistent with the state standards. The ISAT then measures how well students know the state standards that are being taught in the classroom.

### **When do students take the ISAT next?**

Some students are taking the ISAT during the month of July. The next administration will be in the fall beginning in mid-September.

### **What's the difference between the fall and the spring tests?**

Both tests are built on the same scale and measure a student's performance in the same way. The differences are that the questions are different and the format of the test is different. The fall test is an adaptive test, which means students see questions based on how they answered previous questions. The spring test (for most grades) is a combination of a core set of on-grade-level items that all students see and then an adaptive component for the last 20 questions of the test.

## What's Next For ISAT?

**I-PLN:** The State Board recently announced a two-year, \$5.03 million agreement with PLATO Learning to provide students in all districts with individualized computer software for ISAT remediation and advancement. The project will give Idaho school districts additional tools to help students achieve. Through the agreement, PLATO Learning will provide K-12 language arts, mathematics, and reading curriculum aligned to the Idaho Achievement Standards and ISAT. The system will be known as the Idaho PLATO Learning Network (I-PLN). This powerful technology-based program will allow each district in the state to import individual student Rasch Unit (RIT) scores from the ISAT exam. The program will then identify a personalized learning path that prescribes appropriate curriculum to remediate or advance skills. This program also provides standards-based educational curriculum for independent study, subject-matter remediation or acceleration, and project-based activities to promote higher order thinking skills.

**Science Test:** Beginning in spring 2005, the ISAT series will grow to include a science assessment in grades 5, 7, and 10. Ultimately, the Board plans to add science assessments for all grades 2 through 10 for both the fall and spring testing periods.

### **Do ISAT scores relate to Adequate Yearly Progress (AYP)?**

ISAT scores for on-grade-level material are one component of the AYP formula. Students receive a score for the on-grade-level portion of the ISAT. Their score is then referenced to the Proficiency Score Table (see page 4). If the score is, for example, a 242 in math and the student is a 10<sup>th</sup> grader, the student would then be considered proficient. Each school's total percent of students scoring proficient on the reading ISAT and the math ISAT are combined to calculate each school's AYP determination. The AYP formula also considers the length of time a student has been enrolled in the school or district, how the group of students in a school performed on the language usage test, and how many students participated.

AYP determinations will be released in August once the schools and districts have had an opportunity to review and appeal the preliminary results. These results include scores from all students who participated in the ISAT and are not an AYP determination for a school district.

### **Why not grades 2, 5, 6, and 9?**

Grades 2, 5, 6, and 9 are not included in the current year's proficiency reports because on-grade-level tests were given in grades 3, 4, 7, 8, and 10 only. Grades 2, 5, 6, and 9 took the adaptive test in spring 2004. The on-grade-level portion of the ISAT is used to determine the “proficiency” of a student. In spring 2005, grades 5 and 6 will receive on-grade-level tests in addition to grades 3, 4, 7, 8, and 10.